



RIALTO USD Induction Program

Induction Program Teacher Competency Rubric

This Competency Rubric shall be used to identify the quality of professional growth observed by Induction Teachers. The review shall be conducted by the Induction Teacher, the Induction Teacher's assigned Mentor, and at least one other Induction staff. This collaborative review will be conducted a minimum of two (2) times in each year of participation in the Rialto Induction Program.

Level	Defined Criteria
<p>Exceeding Expectations for the Standard</p>	<ul style="list-style-type: none"> • During observations, the Teacher's instructional practices demonstrate a firm application of the CSTPs. • The Teacher attends all scheduled Mentor support meetings and the Teacher seeks additional support and/or feedback opportunities. • The Teacher facilitates support meeting discussions and independently progresses in their implementation and documentation of their professional growth and self-reflection. • The Teacher's thinking and analysis clearly illustrate an in-depth connection between their CSTP goal and the continuous improvement of instructional practices.
<p>Meeting Induction Standard</p>	<ul style="list-style-type: none"> • During observations, the Teacher's instructional practices consistently demonstrate effective application of the CSTPs. • The Teacher regularly attends all scheduled Mentor support meetings. • The Teacher engages in support meeting discussions and consistently progresses in the implementation and documentation of their professional growth and self reflections. • The Teacher's reflections represent the Induction Teacher's thinking and illustrate a connection between their CSTP goal and the continuous improvement of instructional practices.
<p>Approaching Induction Standard</p>	<ul style="list-style-type: none"> • During observations, the Teacher's instructional practices demonstrate inconsistent application of the CSTPs. • The Teacher inconsistently attends scheduled Mentor support meetings. • The Teacher requires prompting to engage in support meeting discussions and requires support to progress in the implementation and documentation of their professional growth and self-reflection. • Reflections inconsistently document the Induction Teacher's thinking and illustrate limited connections between their CSTP goal and their continuous improvement of instructional practices.
<p>Below Induction Standard</p>	<ul style="list-style-type: none"> • During observations, the Teacher's instructional practices demonstrate a need for professional growth in the application of the CSTPs. • The Teacher's attendance negatively impacts their ability to complete the required number of Mentor support hours in a timely manner due to the Teacher canceling scheduled Mentor support meetings. • The Teacher refrains or hesitates from engaging in support meeting discussions and requires differentiated support to progress in the implementation and documentation of their professional growth and self-reflection. • Reflections seldomly document the Induction Teacher's thinking and illustrate a disconnection between their CSTP goal and their understanding of how to apply the continuous improvement of instructional practices.